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| Grade:2nd  **Unit 6: Taking Care of Ourselves**  Examining “still life” paintings of food for detail, students describe what they see, and arrange and paint a “still life” of healthy snacks.  Building on the painting experience in this unit and the bridge writing in unit three, students write explanatory pieces. They read informational texts on body systems in the grades 2-3 reading range with fluency. Threaded together by food-related titles, students independently read fiction and poetry, looking for an underlying message.  **Student Objectives**:  Write an explanatory piece describing the experience of painting a still life.  Use descriptive words (adjectives) to describe food they taste.  Consult a dictionary on the spelling of descriptive words.  Read to discover the systems of the body in a narrative informational text, *Magic School Bus Inside the Human Body.*  Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.  Read books with the common theme of “food,” to find the message or theme of the literature.  Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.  Use reference books to research the scientific names of bones in the human body.  Write an opinion piece about an important thing to do to stay healthy.  Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly | COMMON CORE STANDARDS:  These Focus Standards have been selected for the unit from the Common Core State Standards.  **RL.2.4:**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **SL.2.5:**Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  **RI.2.10:**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RL.2.10:**By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RI.2.8:**Describe how reasons support specific points the author makes in a text.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **Phonics/Word Work**  -Word Families-  Week 1&2 – Verb Ending ing/Compound Words  Week 3&4 –Review Previous Units  Week 5&6 – Review Previous Units  -Phonics by Spelling Program  **Grammar**  Week 1&2 Other Joining Words: but, or, so/Review and Practice Simple Vs. Compound Sentences  Week 3&4 Review Previous Lessons  Weeks, 5&6 Review Previous Lessons  **Comprehension Strategies**  Week 1&2 – Monitor Understanding: Pause and Reflect/Review Synthesize: Create a Summary  Week 3&4- Review Previous Strategies  Week 5&6- Review Previous Strategies | | | |
| Read Aloud | Shared Reading | Guided Reading  \*Leveled Library/Rigby | Interactive Writing/  Writing Mini Lessons | Independent Writing/  Reading |
| Stories *Yoko*(Rosemary Wells)  *Tar Beach*(Faith Ringgold)  *In the Night Kitchen*(Maurice Sendak) (EA)  *Gregory the Terrible Eater*(Mitchell Sharmat, Jose Aruego, and Ariane Dewey)  *Cloudy with a Chance of Meatballs*(Judith and Ron Barrett)  *Dim Sum for Everyone* (Grace Lin)  *Thunder Cake* (Patricia Polacco)  *How My Parents Learned to Eat* (Ina R. Friedman and Allen Say)    **Stories (Read Aloud)**  *The Magic School Bus Inside the Human Body* (Joanna Cole and Bruce Degan)  *Something’s Happening on Calabash Street*(Judith Ross)  *Strega Nona*(Tomie de Paola)  *Chato’s Kitchen*(Gary Soto)  *Too Many Tamales*(Gary Soto and Susan Guevara)  *Everybody Cooks Rice*(Norah Dooley and Peter J. Thornton)  *Everybody Bakes Bread* (Norah Dooley and Peter J. Thornton)  *Everybody Serves Soup* (Norah Dooley and Peter J. Thornton)  *Everybody Brings Noodles* (Norah Dooley and Peter J. Thornton)  *My Mom Loves Me More Than Sushi*(Filomena Gomes and Ashley Spires)  *The Sweetest Fig*(Chris Van Allsburg)  **Poems (Read Aloud)**  Sick” (Shel Silverstein)  “The Pizza” (Ogden Nash)  “Bananas and Cream” (David McCord)  *Chicken Soup with Rice: A Book of Months*(Maurice Sendak) (EA)  **Informational Text**  *What Happens to a Hamburger?* (Paul Showers and Edward Miller)  *The Digestive System*(Rebecca L. Johnson)  *Good Enough to Eat: A Kid’s Guide to Food and Nutrition*(Lizzy Rockwell)  *The Nervous System*(Joelle Riley)  *The Skeleton Inside You* (Philip Balestrino and True Kelley)  **Informational Text (Read Aloud)**  *Muscles: Our Muscular System* (Seymour Simon) (EA)  “Muscles” (*Kids Discover Magazine*)  *The Mighty Muscular and Skeletal Systems: How Do My Muscles and Bones Work?*(John Burstein)  *Bones: Our Skeletal System*(Seymour Simon) (EA)  “Bones” (*Kids Discover Magazine*)  “Nutrition” (Kids Discover *Magazine*)  *Healthy Eating*series (Susan Martineau and Hel James)  *Eat Your Vegetables! Drink Your Milk!*(Alvin and Virginia B. Silverstein, and Laura Silverstein Nunn)  *The Food Pyramid*(Christine Taylor-Butler)  *Showdown at the Food Pyramid*(Rex Barron)  *Guts: Our Digestive System*(Seymour Simon) (EA)  *Break It Down: The Digestive System*(Steve Parker)  *Digestive System*(Cheryl Jakab)  *The Digestive System*(Christine Taylor-Butler)  *The Digestive System*(Kristin Petrie)  “Brain” (*Kids Discover Magazine*)  *The Astounding Nervous System* (John Burstein)  *The Nervous System*(Christine Taylor-Butler) | \*Rigby Charts  \*Various read aloud poems/books/  pair/share  Turn/talk | **Terminology**  adjectives  dictionary  explanatory writing  fantasy  opinion writing  reflexive pronouns  spelling patterns | -Joining Words  -Compound Words  -Class Thank You Letter to Mom Helpers | -Graphic Organizer Webs  -Various writing mini lessons  -Various shared writing based on reading/  discussion |
| Art/Technology/Music | Assessment/  Rubrics | Science/Social Studies Related to Utah State Standards | Literacy Centers/Independent Work | |
| Interdisciplinary Connections  **This unit teaches:** ****Art****  * + - Annibale Caracci, [The Beaneater](http://www.wga.hu/frames-e.html?/html/c/carracci/annibale/1/beaneate.html) (1584-85)     - Caravaggio, [Basket of Fruit](http://en.wikipedia.org/wiki/File:Caravaggio_Basket_of_Fruit.jpg) (c.1599)     - Willem Claesz Heda, [Still Life on a Table](http://www.royalcollection.org.uk/eGallery/object.asp?maker=11754&object=404790&row=0) (1938)     - Pieter Claesz, [Still Life with Two Lemons](http://www.pbs.org/wgbh/sisterwendy/works/lem_large.html) (1629)     - William Bailey, [Still Life with Rose Wall and Compote](http://hirshhorn.si.edu/visit/collection_object.asp?key=32&subkey=3408) (1973)     - Wayne Thiebaud, [Cakes](http://www.nga.gov/education/classroom/counting_on_art/act_fractions.shtm%20%20) (1963)     - Claes Oldenburg, [Two Cheeseburgers, with Everything](http://www.moma.org/collection/browse_results.php?object_id=81183) (1962)   **Social Studies:** Financial Literacy  **Science**: Physical Science This unit could be extended to teach: Additional Resources  (Go to Common core unit maps for links)  [General Nutrition](http://www.ext.nodak.edu/food/kidsnutrition/edu-2.htm) (North Dakota State University) Note: This is a website with extensive resources for elementary-school children on nutrition.  [Health Smart Virginia: Second Grade Curriculum Resources](http://healthsmartva.pwnet.org/resources/grade_2/2_1_b.php) (Virginia Department of Education) Note: This is a website of lesson plans and resources, geared to second grade, and covering each of the body systems, especially health/science objectives. | -Various writing samples  -Classroom discussion  -Observation  -Center work | **Social Studies:**  Review Previous Standards  .  **Science:**  Review Previous Standards  GRuidance **for Combining Content and Process Guidance** | -Computer Center  -Spelling/Word Work/Language Arts Skill Practice  -Writing  -Listening Center  -Guided Reading Center  -Read to self/read to partner center | |

* Social Studies: ● Science (Standard 1 Incorporated into all Standards)

Unit 1: Geography Unit 1: Earth Science Standard 2 Objective 2 & 3(night sky/seasonal weather)

Unit 2: Culture Unit 2: Physical Science Standard 3 Objective 1(observe falling objects/gravity)

Unit 3: Citizenship Unit 3: Life Science Standard 4 Objectives 1 & 2(Adaptations/Needs of living things)

Unit 5: Financial Literacy Unit 4: Earth Science Standard 2 Objective 1(Rocks)

Unit 5: Physical Science Standard 3 Objective 2 (Compare/contrast phys. Changes)

\* Teach Standard 1: Thinking like a scientist/scientific process in Unit 1